**The Core and MORE Instruction Checklist**

**The CCSS Standard:**

**The Envision Lesson:**

**EXPLICIT INSTRUCTION**

**I do it, We do it, Y’all do it, You do it**

**ENGAGEMENT**

**All Students Saying, Writing, Doing**

**PROACTIVE PLANNING**

**VOCABULARY WORDS**

The following questions should be considered for each part of the lesson:

• What are the predictable failures for this lesson? (conceptually and behaviorally)

• How will you prevent these failures?

• What will you do to maintain consistency?

• How will you know if it is working?

**ANTICIPATORY SET** (5 MINUTES)

Choose from the many options:

*• Review What You Know*

*• Spiral Review in Envision or*

*• If 2x=10, what is the value of x?*

*• Draw an example of a t-table*

*• 2^3*

*• Draw and label the quadrants in a Cartesian Plane*

*• If I traveled 160 miles in 3 hours, about what was my hourly rate?*

*• If you travel 5 miles, about how many kilometers is that?*

*• See Envision Teacher’s Edition 15-6*

*• Engage Section to discuss relationships of numbers*

*• Pose the Problem*

*• Whole-Class Participation to discuss a function*

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**BUILDING A FOUNDATION** (5-10 MINUTES)

*The Language of Math*: Vocabulary instruction

Relation – Any set of ordered pairs, (x,y); Function – A special relation in which there is only one y-value (output) for each x-value (input)

• How will you explicitly teach new vocabulary? Students do a Think, Pair, Share about the words relation and function. Whole class discussion on the mathematical meaning of relation and function. While discussing the words, fill out the Frayer model for the two words.

• Definitions listed above.

• Characteristics: Relation – (x,y), commonalities. Function –modeling something, has a purpose, vertical line test

• Examples: Relation: (4,5), 2/3; Function: Draw a line that is diagonal, function table or t-chart

• Non-examples: Relation: Single number, +,-,x,/; Function: Vertical line, a spiral, shoe, dog

• How will you provide multiple opportunities for vocabulary to be used in context? Use vocabulary during instruction and practice; Encourage students to use vocabulary words in their responses to you.

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES)

*Develop the Concept: Interactive Learning (Hands-on)*

• What materials/manipulatives will you need?

• Unifix cubes, counters, any sort of linking cubes, paper, pencil

• Where will students record their work during this phase of the lesson?

• Scratch paper or in their math journals

On scratch paper or in math journal, draw a t-chart with the year in the y column and their age that year in the x column. Create a (x,y) axis with only Quadrant 1. Have students start with one unifix cube for the first bar to show 1 year old. Then 2 cubes for the next bar to show 2 years, etc. Label the years on the y-axis and their age on the x-axis. Once they have built their charts they can remove the manipulatives and draw the bars. Connect a line from the origin to the top of each bar. This should be a diagonal line that shows the function. Discuss why the ordered pairs are a relation and why the diagonal line is a function.

• Choral Responses

• Partner Responses

• Written Responses

• Paper

• Math Journal

• Individual Whiteboards

• Student page from the topic pouch

• Random call on students (No hand raising)

**SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES)

*Develop the Concept: Visual*

The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.

Choose one option:

*• Visual Learning Animation* (on-line or CD)

• Overhead Transparency

*• Visual Learning* Bridge in Student textbook

• Document camera

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES)

*Independent Practice* and *Problem Solving*

• Which problems will you assign? Book problems: pg. 387 #5-14

• Where will students record their work? Use regular lined paper that will be turned in

• Will you collect, grade and record the independent practice? The first 5 minutes of class the following day will be spent reviewing homework.

• How will you check for understanding? Quick Check in centers

• If students do not finish the problems assigned for independent practice, will these problems be homework? Yes

Schedule

• 5 minutes homework review

• 20 minutes core instruction (See Whole Group Instruction)

• Centers (40-60 minutes) Students are broken up into groups based on a topic pretest given at the beginning of the unit

• Group 1 Work with teacher based on group needs

• Group 2 Seat Work (math problems from book)

• Group 3Computer Teach & Quiz from Pearson Success Net (have them go through the teach portion of the lesson and then take the quiz)

• Group 4 Center activity from previous day’s lesson

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**FORMATIVE ASSESSMENT** (5-10 MINUTES)

Concept Understanding

• PLC/Grade-Level common formative assessment

*• Quick Check* (in *Teacher Resource Masters)*

Formative Assessment Tools

*• Topic tests* (online or in text) Pre and Post test

End of each Quarter:

*• District Common Formative Assessment* (CFA)

**CENTER ACTIVITIES** (15 - 45 MINUTES)

\*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.

Choose from the many options:

*• Differentiated Instruction*

*• Meeting Individual Needs*

• Teacher-led interventions

*• Leveled Homework*

*Included in Centers. See above.*

**HOMEWORK**

Choose from the many options:

• Finish *Independent Practice* and/or *Problem Solving* assignment